

TEACHER'S GUIDE

Mission 2: "Flight to Freedom"

National Standards Alignment

RELATED STANDARDS:

National Standards for History Basic Education

Common Core Standards: English/Language Arts

Partnership for 21st Century Skills

The "Flight to Freedom" interactive game and accompanying curriculum are designed to teach students about slavery and abolition in the years before the Civil War, and to simultaneously develop their historical thinking, problem solving, and literacy skills. By integrating the game and rich collection of activities and documents into their classrooms, teachers can address the following standards and student outcomes.

From the National Standards for History Basic Education, available online at <http://www.sscnet.ucla.edu/nchs/standards/>.

The National Standards for History feature Historical Thinking Standards (skills) and U.S. History Standards (content).

"Flight to Freedom" aligns most closely with the following Historical Thinking Standards:

1. Chronological Thinking
2. Historical Comprehension
3. Historical Analysis and Interpretation.

Both the game and the accompanying activities ask students to consider the consequences of Lucy's actions on her life and her community.

As a culminating task, players should be able to construct a historical narrative about Lucy that will assess their ability to:

"Analyze cause-and-effect relationships bearing in mind **multiple causation** including: (a) **the importance of the individual in history**; (b) **the influence of ideas**, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational."



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"Flight to Freedom" also addresses the following content areas:

Era 4 Expansion and Reform (1801-1861)

The new American republic prior to the Civil War experienced dramatic territorial expansion, immigration, economic growth, and industrialization. The increasing complexity of American society, the growth of regionalism, and the cross-currents of change that are often bewildering require the development of several major themes to enable students to sort their way through the six decades that brought the United States to the eve of the Civil War. One theme is the vast territorial expansion between 1800 and 1861, as restless Americans pushed westward across the Appalachians, then across the Mississippi, and finally on to the Pacific Ocean. A second theme confronts the economic development of the expanding American republic--a complex and fascinating process that on the one hand created the sinews of national identity but on the other hand fueled growing regional tensions. A third theme interwoven with the two themes above, can be organized around the extension, restriction, and reorganization of political democracy after 1800. The rise of the second party system and modern interest-group politics mark the advent of modern politics in the United States. However, students will see that the evolution of political democracy was not a smooth, one-way street as free African Americans were disenfranchised in much of the North and woman's suffrage was blocked even while white male suffrage spread throughout the states and into the newly developed territories. Connected to all of the above is the theme of reform, for the rapid transformation and expansion of the American economy brought forth one of the greatest bursts of reformism in American history. Emerson captured the vibrancy of this era in asking, "What is man born for but to be a reformer?" Students will find that the attempts to complete unfinished agendas of the revolutionary period and to fashion new reforms necessitated by the rise of factory labor and rapid urbanization partook of the era's democratic spirit and religious faith and yet also reflected the compulsion of well-positioned Americans to restore order to a turbulent society.

Standard 2D. The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery. Therefore, the student is able to:

5-12 Describe the plantation system and the roles of their owners, their families, hired white workers, and enslaved African Americans. [Consider multiple perspectives]

5-12 Identify the various ways in which enslaved African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings. [Analyze cause-and-effect relationships]



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Standard 4A. The student understands the abolitionist movement. Therefore, the student is able to:

5-12 Explain the fundamental beliefs of abolitionism and compare the antislavery positions of the "immediatists" and "gradualists" within the movement. [Consider multiple perspectives]

Standard 4C. The student understands changing gender roles and the ideas and activities of women reformers. Therefore, the student is able to:

5-12 Analyze the activities of women of different racial and social groups in the reform movements for education, abolition, temperance, and women's suffrage. [Examine the importance of the individual]

Era 5 Civil War and Reconstruction (1850-1877)

Standard 1A. The student understands how the North and South differed and how politics and ideologies led to the Civil War. Therefore, the student is able to:

7-12 Explain how events after the Compromise of 1850 and the Dred Scott decision in 1857 contributed to increasing sectional polarization. [Analyze cause-and-effect relationships]

7-12 Analyze the importance of the "free labor" ideology in the North and its appeal in preventing the further extension of slavery in the new territories. [Examine the influence of ideas]

From the Common Core Standards: English Language Arts, available online at <http://www.corestandards.org/the-standards/english-language-arts-standards>

Common Core Standards, now adopted in over 40 states, are designed to help teachers prepare students for success in college and careers by focusing on core knowledge and skills. The English Language Arts standards reflect the need for young people "to read, write, speak, listen, and use language effectively in a variety of content areas" including history/social studies.



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Mission US: "Flight to Freedom" and the accompanying curriculum provide students with multiple opportunities to develop literacy skills through (1) reading and listening to game dialogue, (2) learning "smartword" vocabulary terms in the game and utilizing them in classroom activities, (3) comprehension and analysis of primary documents, and (4) written performance tasks in the classroom activities.

Mission US: "Flight to Freedom" is most closely aligned with the following Common Core Standards:

- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events.

From the Partnership for 21st Century Skills, available online at http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

This framework advocates for teachers and learners to master the knowledge, skills, and expertise needed to live and work in the 21st century. P21 brings together resources and tools for teachers to integrate the "four Cs" (critical thinking and problem solving, communication, collaboration, creativity and innovation) into their core curriculum. P21 is also focused on the crucial role of support systems (professional development, learning environments, curriculum) in assisting teachers in developing an approach to 21st century learning.

Mission US is an interactive and immersive game experience that promotes critical thinking and problem solving. "Flight to Freedom" asks students to construct their own understanding of the cause and effects of enslaved African American resistance and the anti-slavery movement. By playing the game and constructing a historical narrative, students also engage in critical thinking that requires them to reason effectively, use systems thinking, make judgments and decisions, and reflect on the learning experiences.



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Mission US: "Flight to Freedom" is most closely aligned with the following Twenty-First Century Student Outcomes:

Critical Thinking and Problem Solving

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Communication and Collaboration

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priority as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)



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Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Information and Communications Technology (ICT) Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies